DOCUMENT RESUME

ED 133 382 UD 016 623

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TITLE Student Advisory Committees in Minneapolis Public Secondary Schools Participating in the 1974-75 Emergency School Aid Act Project. Report No. C-74-71.
INSTITUTION Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
PUB DATE May 76
NOTE 23p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Advisory Committees; Federal Aid; Federal Programs; Junior High Schools; Legal Responsibility; *Program Evaluation; Public Schools; *School Administration; School Policy; School Systems; *Secondary Schools; Senior High Schools; *Student Participation; Student Role; Urban Schools
IDENTIFIERS *Emergency School Assistance Act; *Minnesota (Minneapolis)

ABSTRACT

During the 1974-75 school year, 11 Minneapolis public secondary schools formed Student Advisory Committees (SAC's) as one of the conditions of their receiving Federal desegregation funds under the provisions of the Emergency School Aid Act (ESAA). No ESAA funds were allotted for operation of the SAC's, however. The 11 schools with SAC's included eight junior highs and three senior highs. According to Federal ESAA regulations, the SAC in each school was supposed to constitute a "true cross section" of the student body. The SAC was to serve as the students' voice in the improvement of school programs; including, for example, the reading and Counselor Aide programs funded under ESAA in Minneapolis. At the request of the Minneapolis ESAA Project Administrator, staff from the Minneapolis Schools' Research and Evaluation Department studied SAC membership and operation. This study answered two questions: (1) Did the SAC's follow Federal ESAA regulations during 1974-75? It was concluded that given the ambiguity of ESAA regulations and avoiding their literal interpretation, most of the schools made a good faith attempt to elect SAC's fairly representing their racial groups. However, 5 of the 11 SAC's were not elected by students. (2) How did the SAC's operate during 1974-75? It was found that each of the SAC's met once a month or more, on the average. The SAC's sponsored a variety of educational, social, and other activities. (Author/JM)

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ED133382

Minneapolis Public Schools

Student Advisory Committees in Minneapolis Public Secondary Schools Participating in the 1974-75 Emergency School Aid Act Project

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May 1976
C-74-71

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1976

Student Advisory Committees in
Minneapolis Public Secondary Schools
Participating in the 1974-75
Emergency School Aid Act Project

SUMMARY

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During the 1974-75 school year, 11 Minneapolis public secondary schools formed Student Advisory Committees (SAC's) as one of the conditions of their receiving federal desegregation funds under the provisions of the Emergency School Aid Act (ESAA). No ESAA funds were allotted for operation of the SAC's, however. 1

The 11 schools with SAC's included 8 junior highs (Anthony, Bryant, Franklin, Jefferson, Jordan, Olson, Phillips, and Ramsey) and 3 senior highs (Central, North, and Washburn). 1

According to federal ESAA regulations, the SAC in each school was supposed to constitute a "true cross section" of the student body. The SAC was to serve as the students' voice in the improvement of school programs; including, for example, the reading and Counselor Aide programs funded under ESAA in Minneapolis. 1-2, 5-6

At the request of the Minneapolis ESAA Project Administrator, staff from the Minneapolis Schools' Research and Evaluation Department studied SAC membership and operations. 2

This study answered two questions:

1. Did the SAC's follow federal ESAA regulations during 1974-75? 2-7

As required by federal regulations, each of the 11 SAC's had at least 6 student members. SAC size ranged from 8 to 30 members, with an average of about 15. Each ESAA secondary school also selected students to serve on a city-wide or Districtwide SAC.

Given the ambiguity of ESAA regulations, and avoiding their literal interpretation--most of the schools made a good faith attempt to elect SAC's fairly representing their racial groups.

In variance with the regulations, however, 5 of the 11 SAC's were not elected by students. In the opinion of the SAC advisors, only 5 of the schools met the requirement of adequate publicity for SAC membership selection procedures and the SAC activities. Finally, the SAC's were not all afforded a chance to suggest improvements in the ESAA-funded programs operating in their respective schools.

2. How did the SAC's operate during 1974-75? 7-10

Each of the SAC's met once a month or more, on the average. Seven of the 11 SAC's held 10 to 19 meetings during 1974-75; 3 others held 20 or more meetings.

The SAC's sponsored a variety of educational, social, and other activities during 1974-75. Educational activities included Black History Week, human relations movies and programs, and a panel discussion on chemical dependency.

Social activities included dances, fashion shows, multi-cultural dinners, and field trips.

SAC's also heard student grievances, and in some schools conducted orientation programs for new students.

Nearly two-thirds of the 128 SAC members responding to a questionnaire believed their SAC had important accomplishments during 1974-75. In describing their accomplishments, SAC members often said the improvement of interracial relations was a result of SAC activities.

About 4 in 10 SAC members said their SAC should be changed in subsequent years. Some members wanted their SAC to become more active and to accomplish more for the school. Others wanted greater student involvement, more publicity, or greater responsibility for their SAC. About one-third of the SAC members did not feel their SAC needed change; the remaining one-fourth were "uncertain."

* * *

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ACKNOWLEDGMENTS

Special thanks are due the following persons for their help and cooperation in making this study possible:

From the Minneapolis Schools' ESAA Department: Hallie Hendrieth, Jim Smrekar, Jerusha Coles, Grace James, Mary Johnigan, and the Desegregation Aides who served as advisors to the Student Advisory Committees.

From the Research and Evaluation Department: Judy Bolduc and Diane Boardman.

Student Advisory Committees in
Minneapolis Public Secondary Schools
Participating in the 1974-75
Emergency School Aid Act Project

During 1974-75, each of 11 Minneapolis public secondary schools participating in the Emergency School Aid Act (ESAA) Project had a Student Advisory Committee (SAC).

Minneapolis public and nonpublic schools were awarded $1,247,256 for the 1974-75 school year under the provisions of the Emergency School Aid Act, passed by Congress in 1972. The ESAA has been the federal government's primary effort to help solve the instructional and human relations problems of school districts, like Minneapolis, undergoing planned desegregation. In Minneapolis during 1974-75 ESAA funds were used to: (a) provide remedial reading for grade 4-6 students in 18 public elementary schools, (b) provide remedial reading for grade 7-9 students in 8 public junior highs and 5 nonpublic elementary schools, (c) employ Desegregation Counselor Aides in 39 public elementary and secondary schools. (For a description of these reading and Counselor Aide programs, see the application for 1974-75 ESAA funds, written by the ESAA Office, Minneapolis Public Schools, 1974).

As a condition of receiving federal ESAA funds, each of the 11 Minneapolis secondary schools participating in the ESAA Project was required to establish a Student Advisory Committee. The federal regulations concerning SAC's are described in the Student Advisory Committee Handbook (Office of Education, 1974). In the 1974-75 Minneapolis ESAA application no funds were allotted for operation of SAC's. The adult advisor to each school's SAC was always an ESAA Desegregation Counselor Aide from that school. Desegregation Aides were paraprofessionals trained to reduce various types of conflict in the school, to improve interracial relations, and to act as a liaison between the school and the neighborhoods from which students were bussed.

Schools. Eight junior highs had SAC's during 1974-75: Anthony, Bryant, Franklin, Jefferson, Jordan, Olson, Phillips, and Ramsey. The three senior highs with SAC's were Central, North, and Washburn.

Purpose of SAC's. Office of Education regulations, as described in the SAC Handbook, required SAC's in each secondary school "to aid local school destricts in effectively carrying out their funded projects." The

Office of Education thereby recognized "the valuable roles to be played by students and community members in achieving their communities' education and desegregation goals" (Handbook, Introduction).

The SAC Handbook defined the purpose of SAC as: "(1) to serve as an advisor to school district officials on the implementation of the ESAA project; and (2) to develop activities in the school that will enable SAC members to fulfill (their) advisory responsibilities effectively" (p.21).

Federal ESAA regulations were designed to insure the "immediate creation" of SAC's and "to provide the means for a consistent student voice in all parts of the ESAA program." These regulations did "not dictate the exact formation and role of the committees... heir actual nature, function, and effectiveness depend upon the interest and commitment of local individuals--both students and adults" (Handbook, p. 3).

The purpose of this report. At the request of the Minneapolis ESAA Project Administrator, the Minneapolis Schools' Research and Evaluation Department attempted (a) to discern whether the 11 Minneapolis secondary SAC's followed federal ESAA regulations during 1974-75 and (b) to describe the 1974-75 operation of these SAC's.

Evaluation funding. No new funds were allotted for this non-required study of SAC's, in addition to the $16,000 budgeted for the Research and Evaluation Department's evaluation of the 1974-75 ESAA Counselor Aide and reading programs.

Sources of information concerning the ESAA Student Advisory Committees. Data for this report were obtained from two questionnaires given in May, 1975. The Questionnaire for Adult Advisor of an ESAA Student Advisory Committee was completed by one advisor at each of the 11 secondary schools. This advisor questionnaire, along with tabulated responses, is reproduced as Appendix A to this report. The Questionnaire for Member of an ESAA Student Advisory Committee (SAC) was administered to student members at each school: 114 of a total across-schools membership list of 168 completed this questionnaire, for an overall return rate of 68%. The student questionnaire, along with tabulated responses, is reproduced as Appendix B.

DID THE STUDENT ADVISORY COMMITTEES FOLLOW FEDERAL ESAA REGULATIONS DURING 1974-75?

The Handbook regulations set forth a detailed committee membership selection process. The goal for each school was to elect an SAC which is

"a true cross section of the entire student community..." (p. 3).

Table 1 shows the composition and other characteristics of the 11 Minneapolis secondary SAC's. Schools A, B, and C are senior highs; Schools D through K are junior highs. The respondents included 33 members of senior high SAC's and 95 members of junior high SAC's.

Federal regulations required that:

1. Each SAC must have at least 6 members, and consist of equal numbers of students from each racial/ethnic group "substantially represented" (p. 2) in the school.

Each of the 11 schools had at least 6 members. SAC membership ranged from 8 to 30, with a mean of about 15 members per school.

Whether an SAC's membership met the requirement of equal racial representation depends on the interpretation of the term, "substantially represented." The Handbook does not suggest when a racial group is large enough (in absolute size, or proportion of the student body) to warrant a delegation to the school's SAC.

Literally interpreted, the Handbook would not allow an SAC to seat racial delegations differing in size. Given such a literal interpretation, for example, the lone Asian American in School E's SAC should not have been seated, since delegations from other races each numbered four. Also, according to the Pupil Personnel Sight Count, 1974-75 (Information Service Center, Minneapolis Schools, 1974), School E's Asian American SAC member was also the only Asian American in the school. Therefore, also, the Handbook regulations, literally read, would probably not allow seating on the SAC the sole representative of a race, because that race is not "substantially represented."

Given the ambiguity of the regulations, and avoiding their literal interpretation--most Minneapolis ESAA secondary schools made a good faith attempt to elect SAC's fairly representing their racial groups. In 8 of the 11 SAC's, Black and White students were represented equally. In 3 schools--C, J, and K--the Handbook regulations for SAC composition were followed literally. The evaluator found that in only 2 schools--H and K--was a "substantially represented" group of 25 or more (namely, Native Americans) without any representation. In School H, Native American students numbered 42, or 5% of the student body. In School K, Native Americans numbered 25 (3%).

2. The members of each SAC "shall be selected by the student body or the student government" (p. 2) of each school.

Table 1 shows that 6 of the 11 schools met this requirement. Among the 5 schools without a student-elected SAC, 2 schools had SAC's appointed by

Table 1

Selected Characteristics of 1974-75 ESAA Student Advisory Committees (SAC's)
in Minneapolis Public Secondary Schools

School	SAC Characteristic														
	Membership N	Sex		Race or ethnic group[a]			Grade						Were SAC members elected by students?	Does school have a student government?	Members returning questionnaire N
		Male N	Female N	White American N	Black American N	Native American N	7th N	8th N	9th N	10th N	11th N	12th N			
A	19	8	11	8	10	0	[b]						No	Yes	18
B	30	11	19	17	13	0				20	4	6	No	Yes	6
C	20	9	11	5	5	5			4	12	2	2	Yes	Yes	9
D	9	3	6	2	3	4			9				Yes	No	6
E	13	7	6	4	4	4	6	7					Yes	No	11
F	10	5	5	4	4	2	2	3	5				No	Yes	8
G	10	5	5	4	4	1			10				Yes	Yes	10
H	12	5	7	6	6	0	5	7					Yes	No	8
I	25	11	14	10	10	5	8	17					Yes	Yes	18
J	8	4	4	4	4	0	2	5					No	No	16
K	12	6	6	6	6	0	[b]						No	No	18

Note.--Table 1 shows 128 respondents instead of the 114 reported in the text (p. 2). These 14 additional respondents were either members added to School J's SAC in May, 1975; or else members of the large 50-member SAC in School K where a small 12-member steering committee conducted official SAC business. In School K, the SAC steering committee was considered the official ESAA SAC.

[a]An additional 5 students from School C were Spanish-surnamed, 1 student from School A was Asian American, 1 student from School E was Asian American, and 1 student from School G was Asian American.

[b]Information not provided.

the SAC's adult advisor, 1 school had an SAC appointed by teachers, and the remaining 2 schools selected members from those responding to a call for SAC participation. Table 1 shows that whether or not a school had a student government was unrelated to whether or not that school had a student-elected SAC.

3. SAC membership selection (and other SAC activities) must be adequately publicized in newspapers and other public announcements.

The Handbook calls for adequate publicity both before and after students are chosen. In the opinion of 5 advisors, adequate publicity in school newspapers and/or other public announcements was provided for selection of SAC members and for their activities throughout the year; 4 advisors felt publicity was inadequate; 2 advisors gave no answer.

4. Each school's SAC must have "an opportunity to select...members of the districtwide advisory committee" (p. 2).

For membership on this Districtwide SAC, each SAC, or "at least one representative" from that SAC, must have a chance to select "at least one nonminority...student and an equal number of...students from each minority group substantially represented in the community" (p. 2).

At least one questionnaire respondent from each school identified himself/herself as a member of the Minneapolis Districtwide SAC, and 10 schools had at least 2 Districtwide representatives who answered the SAC questionnaire. Because students were not asked to identify their own race on their questionnaires, however, it was impossible to determine the racial/ethnic composition of each school's delegation to the Districtwide SAC.

Junior high SAC's seem to have had a disproportionately high representation on the Districtwide SAC. While 46% (44) of the junior high respondents claimed membership on the Districtwide SAC, only 16% (5) of the senior high respondents claimed such membership.

5. Administrative and staff persons from the various components of each district's ESAA Project must periodically consult with SAC's, affording the SAC's a chance to make recommendations for the improvement of the ESAA project.

As stated on p. 2 of the Handbook, "representatives of the [the local educational] agency will periodically consult with student advisory committees...concerning matters relevant to the [ESAA] program, project, or activity..."

According to the SAC advisors, only 6 of the 11 ESAA secondary schools heard presentations explaining the components of the Minneapolis ESAA Project; namely, the two reading programs and the Desegregation Counselor

Aides Program. Only 2 advisors indicated that their SAC's had made recommendations for the improvement of the ESAA reading or Desegregation Counselor Aide programs.

When asked, "Has your school SAC this year made any suggestions for improvement of your school?," no students listed changes in ESAA programs among their SAC's suggestions.

Only 24 (19%) of the 128 student respondents said they could describe the ESAA reading programs. All, or nearly all, of the 95 SAC members representing junior highs should have been familiar with the ESAA reading programs, however, since (a) those programs operated in each such school, and (b) the regulations required that SAC's be periodically consulted concerning all ESAA programs operating in their schools.

Several of the 24 students who said they could describe the ESAA reading programs in fact could not. When these students were asked to provide a brief written description of the reading programs ("What methods and materials...? What students is the Program aimed at?"), one student said, "It is for all the [name of school] students." Another apparently thought the purpose of these programs was "to get the Blacks and Indians and Whites together."

The actual purpose of the ESAA reading programs was to improve the reading comprehension of the poorest achieving readers in the school, using audio-visual teaching machines and several curriculum materials (ESAA Office, "Application for 1974-75 Assistance...," 1974).

Understanding of the Desegregation Counselor Aide Program seemed generally wider and more satisfactory, perhaps because the SAC main advisor was in every case a Desegregation Aide.

Almost half (44%) of the student respondents provided a brief description showing that they understood at least some part of the Counselor Aide's role. The most frequent responses were similar to, "They work to aid desegregation" (21 respondents); and, "They help students with problems" (15 respondents).

Student membership in organizations other than the SAC. The SAC, as a true cross section of each school's student body, would presumably include leaders and members of various school organizations. SAC members were therefore asked whether they belonged to any organizations, teams, clubs in their school, besides the SAC. Among junior high respondents, 45% belonged to other school groups; 79% of senior high members belonged to other school groups.

SAC members were also asked if they were "the leader (president, editor, captain, etc.) of any organization, team, or club" in their school besides the SAC. Of the junior high respondents, 13% held such leadership positions. Nearly half (42%) of the senior high respondents led school groups.

In short, many but not all SAC members were members or leaders of school groups other than the SAC, with senior high SAC members more often involved than junior high SAC members in such non-SAC groups.

HOW DID THE STUDENT ADVISORY COMMITTEES OPERATE DURING 1974-75?

The SAC Handbook makes general suggestions for committee operation and activities; for example, that committees meet frequently and regularly. Seven of the 11 schools held 10 to 19 meetings during 1974-75; 3 others held 20 or more meetings. In one school, the SAC met as a class every day, receiving credit for course work in human-relation-skills building and the study of various racial/ethnic groups.

What Were the Activities of the SAC's?

During 1974-75, the SAC's sponsored, or engaged in, a variety of educational, social, and other activities.

Educational Activities. Adult advisor in 6 schools indicated their SAC had sponsored educational programs such as speakers or discussion groups. Two SAC's helped plan Black History Week programs; three SAC's sponsored movies dealing with human relations. Other activities included a panel discussion on chemical dependency, a reading seminar, and the planning of a human relations program.

Social activities. Nearly half (5) of the SAC's sponsored dances. Other SAC-sponsored social activities included fashion shows (3 schools), field trips (2 schools), ethnic or multi-cultural dinners (2 schools), a roller skating party (1 school), a talent show (1 school), and a diving exhibition (1 school).

Other activities. In 8 schools, the SAC's listened to student complaints; e.g., from a suggestion box, or from delegations of students who attended SAC meetings. In one school, the SAC gave a questionnaire

to students to assess their grievances. In another school, SAC members received student complaints and then answered them in the school newspaper.

In addition to the activities previously mentioned, SAC's sponsored activities such as: an orientation program for all incoming 7th grade students; a committee to welcome new students; fund-raisers (e.g., a bake sale, a contest, a game); a clean-up-the-school campaign; a bike hike; or a visit to the SAC's at other schools.

What Were the Accomplishments of the SAC's?

During 1974-75, members of the SAC's made a number of suggestions for improvement of school programs. They also believed their SAC's had important accomplishments.

As noted earlier the SAC's in general did not apparently make suggestions for the improvement of the ESAA reading or Desegregation Counselor Aide programs. According to the SAC advisors in 10 of 11 schools, however, the SAC's suggested improvements in school programs or policies other than ESAA.

As reported by these advisors, SAC suggestions for school improvement included more social activities, the establishment of a student council, a suggestion box, a survey of students concerning school rules and discipline, the improvement of student-staff communication, a policy allowing students to choose their own auditorium seats, a policy allowing students to spend more time in the lunchroom.

About two-thirds (78) of the student respondents also described the suggestions their SAC's had made. These suggestions concerned (a) the improvement of school activities or social life (reported by 23 students); (b) the improvement of the school building (17 students); (c) the improvement of interracial relations (7 students); (d) the improvement of fund-raising activities (7 students); (e) the improvement of school food (6 students); (f) the improvement of student-teacher relations (2 students); and (g) other improvements (13 students).

The SAC members were also asked, "Has your school SAC this year had any important accomplishments? (In other words, have any actual changes or new activities occurred in your school as a result of SAC activities?)" Nearly two-thirds (64%) answered "Yes" to this question. Nearly all (79) of these students were also able to describe <u>one</u> such accomplishment. For 26 students, one important SAC accomplishment was the sponsoring of social activities. In describing social activities as an accomplishment,

students often added that these events successfully promoted integration in their school. Another 12 students actually specified the improvement of race relations, in itself, as one important SAC accomplishment. Other accomplishments reported by students included fund-raising events for various causes (mentioned by 8 students); improvement of school programs (8 students); improvement of the school in general (6 students); improvement of food (6 students); and a student orientation program (3 students). Twelve students cited other accomplishments.

What Suggestions Did Student Respondents Make for the Improvement of SAC Operation?

SAC members were asked, "Do you think the SAC in your school should be changed in any way next year?" About 4 in 10 (41%) of all 128 respondents answered "Yes," about one-third (30%) answered "No," and the remaining one-fourth (28%) were "Uncertain."

Among the 89 students adding comments to explain their response to this question, 17 wanted their SAC to become more active and to get more accomplished for the school. Other recommendations for SAC change included getting more people involved (suggested by 8 students); getting more publicity for SAC activities (8 students); improving the organization and planning of SAC activities (7 students); recruiting more responsible or more dedicated members (6 students); obtaining more power and responsibility for the SAC (5 students). Other less frequent suggestions included having more meetings, a larger budget, and developing greater cooperation with faculty and other school staff.

Senior high SAC members were about twice as likely as junior high members to want change in their SAC's future operation. Two-thirds (64%) of the 33 senior high respondents, but only one-third (34%) of the 95 junior high respondents, answered "Yes" to the question, "Do you think the SAC in your school should be changed..."

SAC members in schools with student governments were twice as likely as members in schools without student government to want change in their SAC's operation. Half (55%) of the 69 respondents in schools with student governments, but only 25% of the respondents in schools without student governments, answered "Yes" to the question about the need for SAC change.

In conclusion, Minneapolis SAC's engaged in a variety of activities during 1974-75 that seem relevant to improving interracial relations in schools. Unfortunately, some SAC's seem to have operated in variance with ESAA regulations regarding SAC's, particularly, those regulations requiring student-elected members, and opportunities for SAC's to suggest improvements in ESAA-funded programs operating in their schools.

Those reading this report should remember, however, that the Minneapolis ESAA Project Administrator requested this study of SAC's. Hopefully, the results presented in this report will be used to bring SAC's into closer accord with ESAA regulations and with their overall goal of improving program in desegregated schools.

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APPENDICES

N=11 respondents. Entries are numbers (N's) of respondents answering each question

Appendix A

SAC-A
5/75

(1-7) [ ][ ][ ][7][0][ ][ ]
Your code number
(Do not fill in)

Minneapolis Public Schools
Questionnaire for Adult Advisor of an ESAA Student Advisory Committee
(If there is more than one advisor, one should be chosen to fill out this questionnaire)

Return to:
Paul Higgins (Tel. 348-6140)
Research and Evaluation Dept.
Minneapolis Public Schools
807 N. E. Broadway
Minneapolis, MN 55413

Please name your school: _____

Write your name: _____

Write your job title: 11-Desegregation Counselor Aide

(8) Do you share responsibility for advising the Student Advisory Committee (SAC) in your school with any other adult(s)?

10 1 Yes
1 2 No

(9-13) If you answered "Yes" to (8), please give the name(s) and job title(s) of the other SAC advisor(s):

Name: _____
Title: 10-Desegregation Counselor Aide

Name: _____
Title: 2-Desegregation Counselor Aide

(14) Are you the main advisor of the SAC in your school?

2 1 Yes
1 2 No
8 3 I am an equal co-advisor with:

_____
Name(s) of co-advisor(s)

(15) Do you have a student government (for example, a student council) in your school in addition to the SAC?

6 1 Yes
5 2 No

SAC Meetings

(16) About how many meetings of your school SAC were held during the 1974-75 school year? (There are 38 weeks in the school year.) Check one:

0 None
0 One to four
0 Five to nine
7 Ten to nineteen
1 Twenty to twenty-nine
2 Thirty or more
1 Not ascertained (NA)

(17) Did you hold your SAC meetings in school during school time?

11 1 Yes
0 2 No

(18) If you answered "No" to (17), please explain why your SAC did not meet in school during school time:

(19) During which month in the 1974-75 school year did you have your first SAC meeting? Write the month in the blank below:

Sept. - 4 Dec. - 1
Oct. - 4 Jan. - 1
1 NA 13

SAC Membership Selection

(20) How were members of the SAC selected in your school this year? Please check one:

6 1 Elected by the whole student body
0 2 Elected by the student government (or student council)
0 3 Elected by some other group. Please specify:
_____
2 4 Appointed by a person or group. Please specify: _____
_____
3 5 Selected by another method. Please describe:
1-Teacher appointed; 2-SAC selected from those who volunteered.

(21) Were steps taken so that your SAC would have about equal numbers of students from each racial/ethnic group "substantially represented" in your school? (For example, if your school has fairly large numbers of White American, Black American, and Indian American students, was the SAC selected so that each group would have about the same number of SAC members?)

9 1 Yes
2 2 No

(22-25) If you answered "Yes" to (21), then please describe the steps taken to insure equal racial representation:

2-After election, top vote-getters from each race became SAC members.
2-Appointed equal representation from each race.
3-Need for racial balance was explained to students before election
1-Answer unclear 1-By chance, representation was equal.

Description of Your SAC

How many student members did you have in your school's SAC this year? Write this total in the box below:

[*] the total number of SAC members (26-27)

Now, take this total and break it down 3 different ways:

How many SAC members were--

[*] Male (28-29)
[*] Female (30-31)

How many SAC members were--

[*] 7th graders (32-33)
[*] 8th graders (34-35)
[*] 9th graders (36-37)
[*] 10th graders (38-39)
[*] 11th graders (40-41)
[*] 12th graders (42-43)
[*] Other. Please specify: _____ (44-45)

*See Table 1

How many SAC members were--

[*] White American (46-47)
[*] Black American (48-49)
[*] Native American (50-51) (Indian or First American
[*] Spanish-surnamed American (for example, Chicano, Puerto Rican, Latin American) (52-53)
[*] Asian American (for example, Chinese, Japanese, Korean) (54-55)
[*] Other. Please specify:
_____
_____

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SAC-A
5/75

The Activities of Your SAC This Year

This year--

(58) Did your SAC hear a presentation explaining both ESAA Programs in your school, the ESAA Reading Program and the ESAA Desegregation Counselor Aide Program?

11 1 Yes
0 2 No

(59) Did your SAC hear progress reports on these two ESAA Programs (in addition to any first presentation explaining the Programs)?

6 1 Yes
5 2 No

(60) Did your SAC make any recommendations for the improvement of the ESAA Reading or Desegregation Counselor Aide Programs?

2 1 Yes
9 2 No

(61-62) If you answered "Yes" to (43), please describe one such suggestion:

1-Equal power for the SAC and student government (e.g., Student Senate)

2-Irrelevant answer

(63) Did your SAC make recommendations for the improvement of school programs and policies other than ESAA?

10 1 Yes
1 2 No

(64-65) If you answered "Yes" to (46), please describe one such suggestion:

2-More social activities 1-suggestion box
1-Survey of students concerning school rules and discipline (vetoed by administration)
1-Start a student council
1-Better student-staff communication
1-Students should choose own seats in auditorium; after this was allowed, SAC monitored auditorium programs
1-Allow students to spend more time in lunchroom.

(66) Did your SAC sponsor any educational programs in your school, such as speakers, discussion groups, or classes?

6 1 Yes
5 2 No

(67-68) If you answered "Yes" to (49), please describe one such educational program:

2-Community resource people came to school to speak with SAC (and others?) (e.g., police, youth workers, clergy, etc.)
1-Black History Week program
1-Helped plan human relations programs
1-Helped start a reading seminar
1-Films on human relations (shown to SAC only?)
1-Movie for whole school
1-Panel discussion on chemical dependency
1-Helped plan Black History week

(69) Did your SAC sponsor any social activities for the entire school, such as dances, picnics, or trips?

10 1 Yes
1 2 No

(70-71) If you answered "Yes" to (52), please describe one such social activity:

5-Dance
2-Field trips
1-Talent show
1-Roller skating
3-Fashion show
1-Diving exhibition
2-Ethnic dinner (e.g., multicultural dinner, soul food

Sometimes in cooperation with student government or other school groups

(72) Did your SAC listen to student complaints (from a suggestion box, for example)?

8 1 Yes
3 2 No

(73-74) If you answered "Yes" to (55), please describe how complaints came to be discussed by the SAC:

3-Reviewed by SAC, or SAC subcommittee
1-Answered in school newspaper
1-Students came to SAC meetings to discuss grievance
1-Suggestion box
1-Informal, by word of mouth (rumor?)
1-Took a paper-and-pencil poll of students

(75) Were there other SAC activities in your school besides those listed above?

7 1 Yes
4 2 No

(76-77) If you answered "Yes" to (58), please describe the activities:

1-Visit other SAC's and schools
1-Fund raisers (e.g., bake sale, game or contest, dinner
1-Welcome new students
1-Planned and carried out orientation for incoming 6th graders
1-SAC helped resolve a crisis in school
1-Clean-up-of-school campaign
1-Bike hike 1-Collected for United Way

Publicity

(78) Do you feel that the selection of SAC members and the activities of your SAC this year were given adequate publicity in school newspapers and/or other public announcements?

5 1 Yes
4 2 No

(79-80) If you answered "Yes" to (61), please describe how SAC membership selection was publicized:

2-School newspaper
3-Posters
4-Bulletins
3-Public address announcements
1-Ballets posted
2-Announcements in classrooms
1-Notices to teachers
1-Sign-up sheet

N=128 respondents. Entries are %'s of respondents who answered the question.

Appendix B

SAC-M
5/75

(1-5) ☐☐☐☐☐ questionnaire number

Minneapolis Public Schools
Questionnaire for Member of an
ESAA Student Advisory Committee (SAC)

Return to:
Paul Higgins (348-6140)
Research and Evaluation Dept.
Minneapolis Public Schools
807 N. E. Broadway
Minneapolis, MN 55413

Dear SAC Member,

Please help us by answering this questionnaire right now. We are studying the activities of Student Advisory Committees (SAC's) in Minneapolis. We would like to know more about your SAC and about you as an SAC member. You see that we do not ask your name, so your answers will be anonymous.

Definitions

In the questions below--

SAC stands for Student Advisory Committee

ESAA stands for the Emergency School Aid Act, which is a federal law to help school systems like Minneapolis that are undergoing racial desegregation.

(6) You have two ESAA Programs in your school, an ESAA Reading Program and an ESAA Desegregation Counselor Aide Program.

Do you feel that your school SAC has any voice or say in how these two programs are operated?

59% 1 Yes
13 2 No
28 3 I don't know
Not ascertained (NA)=2 respondents

(7) Can you describe the ESAA Reading Program in your school?

19% 1 Yes
81 2 No NA=30

(8-13) If you answered "Yes" to (7), please briefly describe this Reading Program. (What methods and materials are used? What students is the Program aimed at? (No coaching, please!)

42% Uses machines
26 Uses special book etc.
47 Helps slower readers
21 Helps students with reading
21 Fundamental misunderstanding
5 Other
NA=109

(14) Can you describe the ESAA Desegregation Counselor Aide Program (Conflict Resolution Program) in your school?

44% 1 Yes
56 2 No
NA=1

(15-20) If you answered "Yes" to (14), please briefly describe this Desegregation Aide Program. What do Aides do? What are their goals? (No coaching, please!)

27% Helps students with problems
2 Helps minority students w/special problems
16 Helps students get along
9 Talk with or relate to students
38 Work to aid desegregation
7 Guide SAC activities
13 Help make school a better place
9 Other
NA=73

*Includes 114 respondents from the official membership list plus 14 additional members not on the list. See Note to Table 1, p. 4.

(21) Has your school SAC this year made any suggestions for improvement of ESAA Programs or improvement of your school?

62% 1 Yes
38 2 No NA=2

(22-24) If you answered "Yes" to (21), please describe one such suggestion:

22% Improve Building
8 Improve food
12 Activities
18 Social
9% Fund raising
9 Imp. race relations
3 Imp. student/teacher relations
17 Other
NA=50

(25) In your opinion, has your school SAC this year had any important accomplishments? (In other words, have any actual changes or new activities occurred in your school as a result of SAC activities?)

64% 1 Yes
36 2 No NA=5

(26-28) If you answered "Yes" to (25), please describe one such important accomplishment:

33% Social
8 Food
15 Improve race relations
4 Orientation
10 Fund raising
8% Improve school
10 Other programs
15 Other
NA=49

(29) About how many meetings of your school SAC have you attended this year (there are 38 weeks in the school year.) Check one:

6% None
14 One to four
15 Five to nine
28 Ten to nineteen
16 Twenty to twenty-nine
21 Thirty or more NA=1

(30) Are you the student leader (president, chairman) of the SAC in your school?

9% 1 Yes
91 2 No NA=1

(31) Are you a member of the ESAA District-wide Advisory Committee consisting of students from the SAC's of all Minneapolis ESAA public schools?

38% 1 Yes
62 2 No NA=2

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(32) How would you rate the degree to which the student member and adult advisors of your school SAC all listen to each other? Check one:

27% 1 Excellent
35 2 Very good
22 3 Good
14 4 Fair
2 5 Poor
0 6 Very poor NA=0

(33) In your opinion, how much influence does your SAC have among the students in your school? (In other words, do students know what the SAC has suggested, and do they follow those suggestions?)

4% 1 Extremely great influence
14 2 Very great influence
13 3 Great influence
38 4 Moderate influence
16 5 Slight influence
10 6 Very slight influence
5 7 No influence at all NA=3

(34) In your opinion, how much influence does your SAC have among the adults in your school? (In other words, do adults know what the SAC has suggested, and do they follow those suggestions?)

6% 1 Extremely great influence
11 2 Very great influence
18 3 Great influence
34 4 Moderate influence
10 5 Slight influence
11 6 Very slight influence
10 7 No influence at all NA=3

(35) Do you think the SAC in your school should be changed in any way next year?

41% 1 Yes
30 2 No
28 3 Uncertain NA=0

(36-42) If you answered "Yes" or "Uncertain" to (35), please explain:

19% More active-get something accomplished
8 More organized-better planning
7 More responsible & dedicated members
9 More people involved
2 Need more money
2 Meet & cooperate with faculty
9 More publicity for SAC
2 More meetings
6 More power & responsibility
26 Other NA=39

Some Personal Information We Need

(43) Do you belong this year to any other organizations, teams, or clubs in this school (besides the Student Advisory Committee, or SAC)?

54% 1 Yes
46 2 No NA=0

(44-49) If you answered "Yes" to (43), please list up to three such organizations, teams or clubs:

16% BAR
29 Student Government
71 Other
2 None NA=59

(50) Are you the leader (president, editor, captain, etc.) of any organization, team or club in your school (besides the SAC) this year?

20% 1 Yes
80 2 No NA=0

(51-56) If you answered "Yes" to (50), please describe your leadership position(s):

47% Was not in organization
2 Student government leader
17 Other leader
33 ingroup, but not leader

NA=102

Thank you for filling out this questionnaire